BEHAVIOUR POLICY

At Refresh Education, we believe in fostering a learning environment that is inclusive, supportive, and conducive to the holistic development of every student. Our Special Educational Needs (SEN) school behavior policy is grounded in the principles of restorative practices, reflecting our commitment to cultivating a positive and nurturing atmosphere. We recognise the unique needs of our students and the importance of addressing behavior through a restorative lens that priorities understanding, empathy, and collaboration. This policy serves as a guide for creating a community where individuals are encouraged to take responsibility for their actions, learn from their experiences, and build meaningful connections within the school community. Through restorative practices, we aim to empower our students, promote accountability, and contribute to a safe and enriching educational journeys for all.

Central to our restorative approach is the belief that conflicts, and behavioral issues provide opportunities for growth and learning rather than punitive measures. Our school community actively engages in open dialogue, emphasising communication and understanding as essential components of resolving conflicts. In line with restorative practices, we encourage students to reflect on the impact of their actions, consider the perspectives of others, and collaboratively work towards solutions. By fostering a culture of accountability and empathy, we aim to build a resilient and compassionate community where students can develop not only academically but also socially and emotionally. Our commitment to restorative practices aligns with our vision of creating an environment that values relationships, promotes self-awareness, and supports the overall well-being of every student at Refresh Education.

**Student Expectations**

At Refresh Education, we hold the firm belief that preparation for a successful day extends beyond academic readiness to encompass a respectful and considerate approach towards fellow students and staff. We expect our students to arrive at school prepared not only with the necessary materials for their learning journey but also with a mindset that values and respects the boundaries of both their peers and staff. This entails recognising and appreciating the diversity within our school community, understanding personal space, and fostering an atmosphere of mutual respect.

* We expect students to treat each other in a manner they would expect to be treated themselves and use appropriate language when communicating with staff and students
* Students are expected to maintain good attendance throughout their time with us and engage in their learning during the school day
* We encourage students to take responsibility for their actions, promoting accountability and self-reflection. Disruptive behavior, bullying, or any form of harassment will not be tolerated, as we strive to maintain an environment where every student feels safe, valued, and supported
* We expect students to engage with the restorative school system including meetings and action focused interventions where appropriate
* Students should follow the rules of the school and listen to instructions given by staff at all times
* Students should not disrupt the learning of others
* Students should respect their learning environment

At Refresh Education, we uphold a culture of respect, responsibility, and excellence. We believe that every student plays a vital role in creating a positive and supportive learning environment. As members of our school community, students are expected to adhere to the following behavioural expectations:

Respect for Self and Others:

* + Treat all individuals with kindness, dignity, and empathy.
	+ Respect personal boundaries and differences in opinions, backgrounds, and beliefs.
	+ Refrain from engaging in bullying, harassment, or discrimination in any form.

Responsible Citizenship:

* + Demonstrate integrity and honesty in all actions and interactions.
	+ Take ownership of one's learning and actively participate in classroom activities.
	+ Contribute positively to the school community through service, leadership, and collaboration.

Safety and Well-being:

* + Prioritise personal safety and the safety of others in all activities and interactions.
	+ Follow school rules and procedures to ensure a safe and secure learning environment.
	+ Report any concerns or incidents that may jeopardise the well-being of oneself or others.

Academic Excellence:

* + Attend classes regularly, arrive on time, and come prepared to engage in learning.
	+ Seek support and guidance from teachers and peers to overcome challenges and achieve success.

**Consequences**

We understand that for a variety of reasons students may not always meet the expectations of the school or this policy , leading to consequences applied by the staff

These include but are not limited to:

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| --- | --- |
| Not following instructions given by staff  | 1 blip warning |
| Refusing to engage with learning and disruption of others learning | 1 blip warning |
| Causing or contributing to minor damage to property, building or others belongings | Restorative meeting with student (s) involved |
| Causing or contributing to major damage to property, building or others belongings | Restorative meeting with student (s) involved and parents 1 day exclusion  |
| Causing harm to others e.g physically | Restorative meeting with student (s) involved and parents 2 day exclusion  |
| Causing or contributing to others feeling unsafe or threatened in the school environment  | Restorative meeting with student (s) involved and parents  |

Where behavior is seen as being unsafe for the student involved and / or others staff will call home as soon as appropriately possible and advise parents of the situation

Restorative meetings will always take place outside of school hours (after 1pm) within the school building and a subsequent letter will be sent home detailing the incident and consequences

Where students have failed to follow schools rules, we will always look at restorative measures first and the use of exclusion from school will be used in a last resort.

**Physical Intervention**

Refresh Education does not use physical intervention or restraint as a standard practice in managing student behaviour. We believe in fostering positive behaviour through non-physical means, including de-escalation techniques, clear communication, and structured support.

However, in rare and exceptional circumstances, physical intervention may be necessary to ensure the immediate safety of a student or others. This measure will only be employed when a student's actions pose a significant risk of harm to themselves or others and when all other methods of intervention have been exhausted or deemed ineffective.

Any use of physical intervention will be conducted in compliance with relevant laws and guidelines and will be followed by a thorough review to ensure the continued safety and well-being of all students. All uses of physical intervention will be reported and recorded using the schools EdGen system and through reports to our referring schools and local authority.

**Child on child sexual violence and harassment**

When dealing with matters of child on child sexual violence and harassment, Refresh Education will follow guidance directly from Keeping Children Safe in Education 2024

**Permanent exclusion**

Where possible Refresh- Ed will not look to permanently exclude students. We firmly believe in providing students with opportunities for reflection, learning, and positive behavior development. By steering away from permanent exclusions, we aim to uphold the principles of fairness, second chances, and the belief that individuals can overcome challenges with the right support and guidance. Our goal is to create a space where students feel valued, understood, and motivated to contribute positively to the school community.

Where we feel that our school environment is not what is best for a student we will feed back to our referring body and work with them, the student and their families to ensure that a suitable placement can be sought, alongside a substantial transition programme.

This policy should be read in conjunction with the following policies:

* Anti-bullying policy
* Equality & Diversity policy
* Our Service Level Agreement ( for referring bodies only)